

# OPPORTUNITY

## **The Newsletter of the Idaho Council for the Deaf and Hard of Hearing**

*Dedicated to making Idaho a place where persons of all ages who are deaf or hard-of-hearing have an equal opportunity to participate fully as active, productive and independent citizens.*

Winter/Spring 2007

### **From Our Executive Director**

The Council is working on some exciting issues this legislative session! Most of this newsletter is devoted to explaining how to become involved and effective as a citizen.

#### The Council's Presentation to the Legislative Budget Committee

Every other year, the Council has an opportunity to present to the Joint Finance-Appropriations Committee (JFAC). This is a chance for us to educate legislators about the mission of the Council and explain budget requests.

On January 19, I presented to JFAC and answered questions for about 20 minutes. This year, we requested additional funds to cover a new full-time position called a Community Resource Development Specialists, along with more money to expand our programs. If we receive the funding, this person would be responsible for outreach, grant writing, research, direct services, and other projects. While Idaho has funding and infrastructure for infants/toddlers and students, and while the Council's primary focus is on systemic changes, many deaf and hard-of-hearing adults have come to us with frustrations about the lack of specialized *direct* services for adults. The Council sees this as a gap in the current service continuum and we are trying to fill it by requesting approval for this position.

While the Governor did not endorse our request, JFAC will vote in several weeks to determine whether or not we will receive the additional funding.

To read a word-for-word transcript of the JFAC presentation, or to listen to the full audio recording, go to [http://www.cdhh.idaho.gov/January\\_19\\_2007.htm](http://www.cdhh.idaho.gov/January_19_2007.htm)

#### The Council's 2007 Legislation

This legislative session, the Council is working with Senator Michael Jorgenson (of the Senate Education Committee) and Representative Bob Nonini (Chairman of the House Education Committee) on two Senate Concurrent Resolutions:

1. ASL as a Foreign Language
2. Recognizing the Unique Educational Needs of Children Who Are Deaf or Hard of Hearing

To download copies of the bills, go to [http://www.cdhh.idaho.gov/2007\\_Council\\_Legislation.htm](http://www.cdhh.idaho.gov/2007_Council_Legislation.htm)

Last week, the Senate passed both resolutions and now they are on their way to the House Education Committee. The House Education Committee hearing is the first and last opportunity the public will have to testify on these resolutions. Please come and share your opinion to the committee members.

**What:** Public hearing at the House Education Committee  
**When:** Wednesday, February 14<sup>th</sup>  
**Time:** 9:00 am (If you plan to testify, you need to be there 10 minutes early to sign in)  
**Where:** Capitol building, the Gold Room, 4<sup>th</sup> floor  
**Interpreter:** Interpreters will be provided  
**Who:** Anyone is invited to come and briefly share their views about either or both resolutions (every opinion counts)

The following pages contain Talking Points and a list of frequently asked questions about the bills.

**Legislative Sponsors**

Senator Michael Jorgenson  
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Chairman Bob Nonini

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**Agency Contact**

Wes Maynard

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**List of Agencies and Organizations That Support These Resolutions:**

|  |
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| Americans with Disabilities Task Force                                     |
| Boise Valley Deaf and Hard of Hearing Club                                 |
| Coeur d'Alene Public Library's Learning Center for Hearing and Vision Loss |
| Community Partnerships of Idaho, Inc.                                      |
| Comprehensive Advocacy   |
| Disability Action Center, Inc.   |
| Easter Seals-Goodwill Northern Rocky Mountain                              |
| Hearing Loss Association of America, Kootenai Chapter                      |
| Idaho Assistive Technology Project   |
| Idaho Association of the Deaf  |
| Idaho Athletic Club for the Deaf   |
| Idaho Council on Developmental Disabilities                                |
| Idaho Council for the Deaf and Hard of Hearing                             |
| Idaho Education Association  |
| Idaho Hands and Voices   |
| Idaho Parents Unlimited  |

|   |
|---|
| Idaho Registry of Interpreters for the Deaf                             |
| Idaho School Boards Association   |
| Idaho School for the Deaf and the Blind                                 |
| Idaho Sound Beginnings  |
| Idaho State Independent Living Council                                  |
| Idaho State University Deaf Education & Educational Interpreter Faculty |
| Independent Deaf Social Club  |
| Living Independently For Everyone, Inc                                  |
| Living Independently Network Corporation                                |
| Network Interpreting Service LLC  |
| North Idaho Deaf Club   |
| Northern Idaho College ASL Faculty                                      |
| Office of Consumer Affairs and Technical Assistance                     |
| United Advocates for Children Who are Deaf or Hard of Hearing           |
| United Cerebral Palsy   |

# American Sign Language as a Foreign Language

## *Senate Concurrent Resolution # 102*

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### Talking Points

- The purpose of this Concurrent Resolution (CR) is to recognize American Sign Language (ASL) as a separate and complete language with its own unique grammar and syntax, and to encourage public and private schools and institutions of higher education to offer students foreign language credit for ASL courses.
- As with other CRs, this CR will not be in Idaho Code. Instead, it is a statement by the legislature recognizing the validity and value of ASL as a language used by the deaf community.
- Rather than force schools to offer foreign language credit for ASL courses, this CR encourages them to do so. We believe a local-control approach is appropriate.
- In the U.S., 40 states have passed legislation recognizing ASL as a foreign language.<sup>1</sup>
- There is no fiscal impact.

### Frequently Asked Questions

**1. How will this resolution benefit the deaf community?**

The American deaf community values ASL as its most cherished cultural asset. This resolution will serve as a symbolic acknowledgement by the Idaho Legislature that ASL is a treasured native language among individuals who are deaf.

**2. Why is this a resolution rather than legislation?**

Idaho is primarily a “local control” state where each elected board of school trustees and institution of higher education set much of their own curriculum. Schools and institutions of higher education do not like to be forced to do things. We prefer to work collaboratively with public schools and universities and encourage them to offer foreign language credit if they choose to provide ASL courses.

**3. Does the Council plan to introduce legislation in the future?**

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<sup>1</sup> Accessed online <http://clerccenter.gallaudet.edu/InfoToGo/051ASL.html> November 16, 2006.

We have no plans to introduce legislation. If policymakers and stakeholders express interest in such legislation in the future, the Council may consider introducing it at some later time.

**4. Why is the Council introducing this resolution now when so many other states passed ASL legislation years ago?**

Each year, the board members of the Council establish key priorities for the year. In recent years, the Council has taken more of a legislative focus. The board members voted to make this resolution a priority for 2007.

**5. Are there any unforeseen negative implications tied to this resolution?**

No. Over the past several months, we have met with a broad spectrum of stakeholders to discuss this resolution to ensure that we would not overlook any unforeseen implications. Accordingly, we do not foresee any negative consequences—only positive; for example, this could eventually lead to more students choosing to pursue interpreting as a career, thereby reducing the shortage Idaho faces; it could also provide flexibility to students seeking to fulfill foreign language requirements in that ASL is a visual language as opposed to a spoken language. Lastly, because this is a resolution, and because the language encourages schools and universities, there is no fiscal impact.

# **Recognizing the Unique Educational Needs of Children Who are Deaf or Hard of Hearing**

## *Senate Concurrent Resolution # 103*

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### **Talking Points**

- The purpose of this Concurrent Resolution (CR) is to encourage policymakers to recognize some of the unique educational needs of children who are deaf or hard of hearing.
- As with other CRs, this CR will not be in Idaho Code.
- It is a series of consensus statements by the legislature recognizing that children who are deaf or hard-of-hearing benefit from early intervention, access to communication in their preferred method, parental involvement in education planning, etc.
- This CR does not place mandates on school districts because federal laws are already in place to protect the rights of students who are deaf or hard-of-hearing. Rather, this CR

encourages the Idaho legislature to remember the unique nature of being deaf or hard of hearing when setting policy in the future.

- There is no fiscal impact.

## Frequently Asked Questions

**1. Why is this a resolution rather than legislation?**

Federal laws already exist to protect the rights of deaf and hard-of-hearing students. There is no need to reinvent the wheel. A resolution serves as a series of consensus statements rather than a law.

**2. Why is this resolution necessary given that federal laws already address some of the needs of these deaf and hard-of-hearing students?**

There is no concise document in Idaho that summarizes the unique needs of this student population. This resolution is designed to recognize some of the most fundamental needs of these students and act as a guiding anchor for sound policy decisions in the future.

**3. How will this resolution benefit deaf and hard-of-hearing students?**

It will benefit them by allowing policymakers and educators to have a brief document to refer to when making policy decisions. Future committees or professionals involved in deaf education may use this resolution as a starting point for developing sound policy and practices.

**4. Does the Council plan to introduce legislation in the future?**

No. The Council has no plans to introduce this resolution in legislation format in the future.

**5. Why is the Council introducing this resolution now?**

This resolution is timely given that the statewide deaf education is being reviewed. While the reform process continues, this resolution can serve as a reminder about some of the most unique and fundamental needs these students have.

**6. Are there any unforeseen negative implications tied to this resolution?**

No. The consensus statements in this resolution are widely accepted principles in the field of deaf education. The statements are not controversial. As we have met with a broad spectrum of stakeholders about the content of this resolution, we have uncovered no potentially negative implications.

**7. Is this resolution designed to either 'save' the school in Gooding or close it down?**

No. These consensus statements point to individualized education needs of deaf and hard-of-hearing students regardless of the setting in which they are educated. Regardless of what does or does not happen to the school in Gooding, students statewide would benefit from this resolution.

## HOW A BILL BECOMES A LAW

*Editors Note: This article first appeared in Visions & Values Special Edition, Winter 2007, Idaho Council on Developmental Disabilities. This article is reprinted with permission.*

No law can be created except by a bill and any bill that is considered by the Idaho Legislature goes through a complex process. It is also very time consuming because essentially the same activities are repeated twice. In order to pass a bill, however, it is helpful to know what a bill is.

A bill is a proposal to all legislators to create (enact), modify (amend) or eliminate (repeal) a law (statute), or appropriate public money. A bill can originate in either the House or the Senate. Bills are proposed to the Legislature by either a legislator or legislative committee. If the committee prints the bill, a number is assigned by the Chief Clerk. The best way to refer to that bill is by the assigned number.

### First Reading Calendar

The bill is then placed on the **first reading calendar**, and is referred to an appropriate legislative committee by either the House Speaker or Senate President.

Agendas are posted daily for each committee and all bills to be considered are listed and considered individually. After a committee discusses a bill, listens to expert testimony, and considers public statements, it has six (6) procedural options and may recommend the bill...

- 1) go to the full House or Senate with a “do pass” recommendation;
- 2) go to the full House or Senate without recommendation;
- 3) be referred to the amending orders to change;
- 4) be held in committee or returned to the sponsor for stated period of time or indefinitely;
- 5) be withdrawn or held to introduce another bill in place of the original; or
- 6) be referred to another standing committee if the issue doesn’t relate to topics considered by the original committee or if it involves another committee’s issues as well.

Some bills never get acted upon by a committee and are held there until the end of the session. However, those bills that are reported out are placed on the **second reading calendar**. All bills reported out are always assigned a floor sponsor who seeks successful passage of the bill.

### Second Reading Calendar

When the bill is placed on this calendar, it is read again at the desk of either the House Clerk or the Senate Secretary. Typically, rules are suspended by the leadership, which allows the bills to be read by title only. No debates or votes are taken on a bill on this calendar.

### Third Reading Calendar

After a bill has been listed on the second reading calendar for one day, it advances to the third reading calendar. Here, the bill is supposed to be read in its entirety, section by section, to the full House or Senate. However, rules are usually suspended to dispense with the reading of the bill. The House Speaker or Senate President then calls upon the floor sponsor to open, and, after all other interested legislators have had a chance to speak, close debate.

## **HOW A BILL BECOMES A LAW (cont)**

If the bill passes, it is forwarded to the other legislative body, either House or Senate, where it goes through the same process. If the bill fails to pass, it is filed by the House Clerk/Senate Secretary. Also, if a bill fails (or passes in some instances) any legislator that votes with the prevailing side may ask for reconsideration (another vote on the bill on the next legislative day). A bill that is reconsidered and debated again at the third reading calendar must be the same as the original bill.

### **Bill Enrollment**

After a bill goes through the above process in the House or Senate, it returns to the chamber where it was originally introduced. Any action taken or messages sent by the other chamber are read. The bill is then enrolled by the House or Senate, signed by the House Speaker and Senate President, and forwarded to the Governor.

### **Committee of the Whole**

When a bill that was referred by a committee for amendments is considered, either the full House or Senate will convene themselves as a "Committee of the Whole." This action is more procedural and semantical than physical because House or Senate members remain on the floor as a full body.

Once they are sitting as the Committee of the Whole, they consider the amendment calendar. All proposed amendments are then reviewed, debated, and voted upon by legislators only at this stage. If the amendments pass, the bill is then referred back to the first reading calendar and considered as a new bill (except that a standing committee does not have to review the bill again).

### **Governor's Action**

After receiving a bill passed by both House and Senate, the Governor may:

- 1) approve the bill by signing it within 5 days after receipt, Sundays excepted;
- 2) allow the bill to become law with his approval or by not signing it within the 5 days allowed; or
- 3) disapprove (veto) the bill within the 5 days allowed and return the bill to the house of origin, giving his reason for disapproval.

The exception here is that, in the event the Legislature has adjourned "sine die," the Governor has 10 days to veto or sign a bill. A bill may become law over the Governor's veto if both houses vote to override the veto by a 2/3 majority of the members present in each house.

When a bill is approved by the Governor, or becomes law without approval or over a veto, it is transmitted to the Secretary of State of assignment of a chapter number in the Idaho Session Laws. Unless containing an emergency clause, the bill becomes law on July 1 of that year.

### **How Can You Get Involved?**

Contact your legislators through email, U.S. mail or telephone and let them know your position.



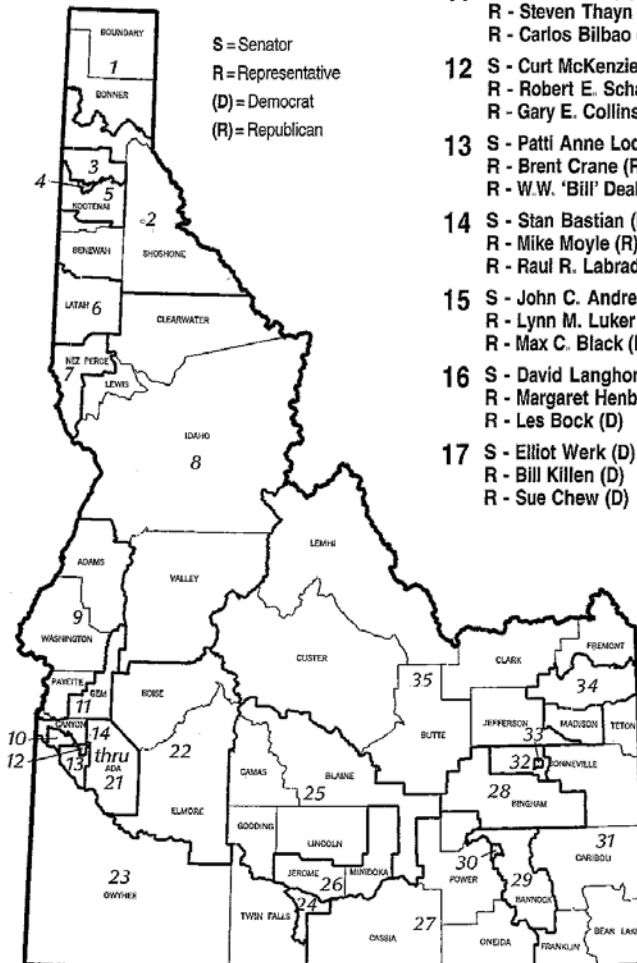
## MEMBERS OF THE 59TH IDAHO LEGISLATURE FIRST REGULAR SESSION

Session Begins  
January 8, 2007

- 1 S - Shawn Keough (R)  
R - Eric Anderson (R)  
R - George Eskridge (R)
- 2 S - Joyce Broadsword (R)  
R - Mary Lou Shepard (D)  
R - R.J. 'Dick' Harwood (R)
- 3 S - Michael Jorgenson (R)  
R - Jim Clark (R)  
R - Phil Hart (R)
- 4 S - John W. Goedde (R)  
R - Marge Chadderdon (R)  
R - George Saylor (D)
- 5 S - Jim Hammond (R)  
R - Bob Nonini (R)  
R - Frank Henderson (R)

- 6 S - Gary J. Schroeder (R)  
R - Tom Trail (R)  
R - Shirley G. Ringo (D)
- 7 S - Joe Stegner (R)  
R - Liz Chavez (D)  
R - John Rusche (D)
- 8 S - Leland G. "Lee" Heinrich (R)  
R - Ken Roberts (R)  
R - Paul Shepherd (R)
- 9 S - Monty Pearce (R)  
R - Lawrence E. Denney (R)  
R - Clete Edmunson (R)
- 10 S - John McGee (R)  
R - Robert 'Bob' Ring (R)  
R - Darrell Bolz (R)
- 11 S - Brad Little (R)  
R - Steven Thayne (R)  
R - Carlos Bilbao (R)
- 12 S - Curt McKenzie (R)  
R - Robert E. Schaefer (R)  
R - Gary E. Collins (R)
- 13 S - Patti Anne Lodge (R)  
R - Brent Crane (R)  
R - W.W. 'Bill' Deal (R)
- 14 S - Stan Bastian (R)  
R - Mike Moyle (R)  
R - Raul R. Labrador (R)
- 15 S - John C. Andreason (R)  
R - Lynn M. Luker (R)  
R - Max C. Black (R)
- 16 S - David Langhorst (D)  
R - Margaret Henbest (D)  
R - Les Bock (D)
- 17 S - Elliot Werk (D)  
R - Bill Killen (D)  
R - Sue Chew (D)

- 18 S - Kate Kelly (D)  
R - Brandon J. Durst (D)  
R - Phyllis K. King (D)
- 19 S - Mike Burkett (D)  
R - Anne Pasley-Stuart (D)  
R - Nicole LeFavour (D)
- 20 S - Gerry Sweet (R)  
R - Mark A. Snodgrass (R)  
R - Shirley McKague (R)
- 21 S - Russell M. Fulcher (R)  
R - Joh Vander Woude (R)  
R - Clifford R. Bayer (R)
- 22 S - Tim Corder (R)  
R - Richard Wills (R)  
R - Peter Nielsen (R)
- 23 S - Tom Gannon (R)  
R - Jim Patrick (R)  
R - Bert Brackett (R)
- 24 S - Charles Coiner (R)  
R - Leon Smith (R)  
R - Sharon Block (R)
- 25 S - Clint Stennett (D)  
R - Wendy Jacquet (D)  
R - Donna Pence (D)
- 26 S - Dean L. Cameron (R)  
R - John 'Bert' Stevenson (R)  
R - Maxine T. Bell (R)
- 27 S - Denton Darrington (R)  
R - Scott Bedke (R)  
R - Fred Wood (R)
- 28 S - Steven Bair (R)  
R - Dennis M. Lake (R)  
R - Jim Marriott (R)
- 29 S - Diane Bilyeu (D)  
R - Ken Andrus (R)  
R - James D. Ruchti (D)
- 30 S - Edgar J. Malepeai (D)  
R - Donna Boe (D)  
R - Elaine Smith (D)
- 31 S - Robert L. Geddes (R)  
R - Larry C. Bradford (R)  
R - Tom Loertscher (R)
- 32 S - Melvin 'Mel' Richardson (R)  
R - Janice McGeachin (R)  
R - Dean M. Mortimer (R)
- 33 S - Bart M. Davis (R)  
R - Jerry Shively (D)  
R - Russ Mathews (R)
- 34 S - Brent Hill (R)  
R - Mack G. Shirley (R)  
R - Dell Raybould (R)
- 35 S - Jeff C. Siddoway (R)  
R - JoAn E. Wood (R)  
R - Lenore Hardy Barrett (R)



### How to Contact Your Legislators

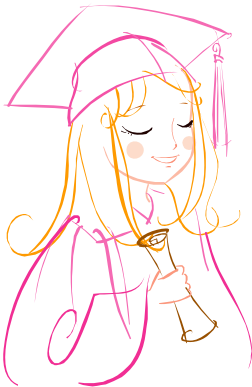
GO to <http://www.legislature.idaho.gov>  
Call: (800) 626-0471 (Voice or TTY)



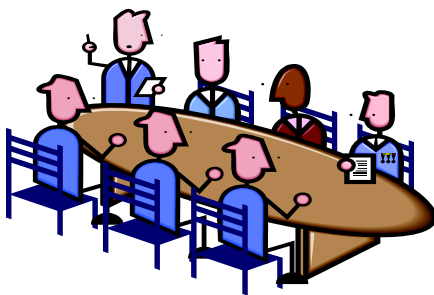


## *Check This Out*

Because there are so many events and so much news to report, the best place to catch the latest is on our website. Go to the Upcoming Events page to see the list of events around the state: [http://www.cdhh.idaho.gov/upcoming\\_events.htm](http://www.cdhh.idaho.gov/upcoming_events.htm)



Do you know a deaf or hard of hearing student who will be graduating from high school or is attending college? The Council is pleased to offer a scholarship for a student who meets certain qualifications. If you are interested or know somebody who is planning on furthering their education, please contact the Council for an application. You can contact Cindy at [schreinc@dhw.idaho.gov](mailto:schreinc@dhw.idaho.gov) or Wes at [maynardw@dhw.idaho.gov](mailto:maynardw@dhw.idaho.gov) or give us a call at: (800) 433-1361 or 334-0803 (TTY) or (800) 433-1323 or 334-0879 (voice)  
WE LOOK FORWARD TO HEARING FROM YOU!!



We have three new members on our board. Please go to our website <http://www.cdhh.idaho.gov/board.htm> to meet these wonderful people who are dedicated to serving Idaho's deaf and hard-of-hearing populations.

The physician position on the Council for the Deaf and Hard of Hearing is currently vacant. If you are a physician or know of a physician who would be interested in this Governor-appointed position, please contact the Council office or download an application at:

[http://www.cdhh.idaho.gov/about\\_cdhh/Council\\_Membership\\_Application.doc](http://www.cdhh.idaho.gov/about_cdhh/Council_Membership_Application.doc)

Council for the Deaf and Hard of Hearing  
1720 Westgate Drive  
Boise, Idaho 83704

## **Meeting Schedule FY 2007**

### **Friday, February 9, 2007**

9:00 A.M. to 4:00 P.M.

1720 Westgate Drive Suite D Room 119

### **Legislative Breakfast**

### **Thursday, February 22, 2007**

7:30 A.M. to Noon

Statehouse 4<sup>th</sup> Floor

### **Friday, May 11, 2007**

9:00 A.M. to 4:00 P.M.

1720 Westgate Drive Suite D Room 119

## **Council for the Deaf and Hard of Hearing**

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(208) 334-0803 or 1 (800) 433-1361 (tty)

FAX (208) 334-0952

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C.L. "Butch" Otter

Governor

Steven Stubbs

Chairperson

Wes Maynard, Executive Director

Cindy Schreiner, Editor

The total cost of publishing this newsletter is available from the Council in accordance with Idaho Code 60-202 CDHH's newsletter: Opportunity, Winter/Spring, 2007, 2,550 copies, Department of Health and Welfare, Program 95006, Agency 136001